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ABSTRACT

The purpose of this instructional unit is to help secondary school students gain proficiency in phonetic analysis. The format of the unit provides the student with practice, testing, and retesting. It contains controlled vocabulary lists for each area and attempts to establish overlearning and automatic response to several of the high frequency pronunciation generalizations in the language. The areas covered include: consonant sounds, short vowel sounds in closed syllables, long vowel sounds in open syllables, long vowel sounds with silent "E," compound words, break between doubled consonants, break between two sounded consonants, break before single consonants, ending syllables, the schwa sound, three syllable words and introduction to suffixes, and three and four syllable words and prefixes. Also included is an all area proficiency test. (WR)

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SEQUENTIAL DEVELOPMENT
of
SOME BASIC SYLLABICATION SKILLS

Prepared and Compiled by Pat Watson

READ/164/72

Bellevue Public Schools
Bellevue, Washington

CS 001 371

Sequential Development of Some

Basic Syllabication Skills

- A unit developed to help secondary school students gain proficiency in phonetic analysis.

Introduction

When a reader encounters a word which he cannot read, and for which context clues are inadequate, he has two recourses: skip the word or apply phonetic analysis.

The results of the former can be described in terms of the academic problems of many junior high and high school students who are confronted each year with an increasing number of words of ever-increasing complexity as the material they are expected to read goes further and further beyond the "sight" vocabulary they learned in the early grades.

For many of these students, systematic instruction in phonetic analysis skills was never presented; for others it ended after grade three or four.

This unit is an attempt to acquaint the secondary student with several of the most helpful generalizations of phonetic analysis.

Phonetic analysis of a word begins with the division of that word into syllables. Once the word is correctly divided, phonetic generalizations can then be applied to each syllable, following which, the syllables themselves are joined to form the total word. The syllable thus functions as the unit of pronunciation.

Limitations of the Unit

The unit is not a comprehensive treatment of phonics and syllabication. Some of the basic concepts of phonetic analysis which are <u>not</u> included, are listed here:

1. The initial aural recognition of the syllable unit itself.
2. Accented and unaccented syllables.
3. The majority of phonic generalizations, especially regarding vowel combinations.
4. Exceptions to the unit generalizations.

These areas, combined with the need for constant oral and aural feedback involved in the business of learning to translate visual images into sounds, suggest some of the skills which need to be presented and taught by the

teacher in coordination with the unit.

Provisions of the Unit

1. Format of practice, testing and re-testing.

2. Controlled vocabulary lists for each area, with intent to establish over-learning and automatic response to several of the high frequency pronunciation generalizations in the language.

3. These generalizations, listed in terms of behavioral objectives are:

Area 1: Student reads: (a) consonant sounds
(b) consonant blends
(c) consonant digraphs
(d) two sounds of "c" and "g"

Area 2: Reads short vowel sounds in format of closed syllables. (rap)

Area 3: Reads long vowel sounds in format of open syllables. (ra)

Area 4: Reads long vowel sounds in format of "silent e" syllables. (rope)

Area 5: Identifies and reads the syllables of compound words. (sidewalk)

Area 6: Identifies and reads the syllables of two-syllable words broken between doubled consonants. (hum/ming)

Area 7: Identifies and reads the syllables of two-syllable words broken between two different sounded consonants. (pic-nic)

Area 8: Identifies and reads the syllables of two-syllable words broken before a single consonant. (la/ble)

Area 9: Identifies and separates the following as whole syllables at the ends of words: ble, dle, fle, gle, tle, zle.

Area 10: Identifies and reads schwa vowel sounds. (alone, total)

Area 11: Divides and reads three-syllable words with suffixes.

Area 12: Divides and reads three and four-syllable words with prefixes.

Proficiency Test for All Areas.

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AREA 1: CONSONANT SOUNDS

A. Single Consonants
B. Consonant Blends
C. Consonant Digraphs
D. Two Sounds for "C" and "G"

A. Single Consonants

Directions: Read the following consonant sounds by saying each one with the ay sound. (bay, day, etc.)

b d f h j k l m n

p qu r s t v w z

B. Consonant Blends

Directions: Read the following consonant sounds by saying each with the ay sound. (blay, flay, etc.)

bl br sk cl cr sm fl dr sn

gl fr sp pl tr sw sl st tw

spr str scr shr spl thr squ

C. Consonant Digraphs

Directions: Read the following consonant sounds by saying each with the ay sound. (shay, etc.)

sh ch wh th ph kn

D. Two Sounds for C and G (Information and practice next page, if needed.)

Directions: Circle the letter combinations in which the letter "c" would sound like a "k"

ca ce ci co cu cy

Directions: Underline the letter combinations in which the letter "c" would sound like an "s".

ca ce ci co cu cy

Directions: Circle the letter combinations in which the letter "g" could sound like ___. (Examiner demonstrate the hard "g" sound as in "gun".)

ga ge gi go gu gy

Directions: Underline the letter combinations in which the letter "g" could sound like a "j".

ga ge gi go gu gy

. . . . . .

AREA 1 TEST

Date: _____

Directions: 1. Read the following consonant sounds with the "ay" sound.

Attempt #: _____

2. Answer the questions at the bottom of the page.

Correct: _____

Errors: _____

m	k	f	h	z	n	d	r	b	p	qu	w	s
k	t	j	v	l	fr	sn	scr	thr	sw	tw	sp	
sk	pl	gl	kn	ph	wh	ch	shr	spr	spl	squ		

Which vowels follow "c" to make it say "s"? ___ ___ ___

Which vowels follow "c" to make it say "k"? ___ ___ ___

Which vowels follow "g" to make it usually say "j"? ___ ___ ___

HARD AND SOFT "C"

Information: The letter "c" makes the "s" sound when followed by e, i, or y.
Examples: city, cent, cycle.

Directions: 1. Circle the "c" and the "e", "i", or "y" in these words.
Example: city

2. Read the words aloud.

city	grocer	face
cent	pencil	mice
circle	officer	service
circus	decide	since
cycle	fancy	peace
Cinderella	recite	choice
cellar	concert	space
citizen	cancel	palace
center	Pacific	sentence
cemetary	bicycle	rejoice

Information: The letter "c" makes the "k" sound when followed by a, o, or u.
Examples: cat, cot, cut

HARD AND SOFT "G"

Information: The letter "g" usually makes the "j" sound when followed by e, i, or y. Examples: gym, gem, giant.

Directions: 1. Circle the "g" and the "e", "i", or "y" in these words.
Example: giant

2. Read the words aloud.

gym	magic	page
gem	margin	stage
giant	congest	huge
gentle	vegetable	age
germ	danger	manage
gypsy	messenger	damage
ginger	passenger	cottage
German	suggest	village
genie	paging	garbage
giraffe	raging	baggage

The letter "g" has the hard sound when followed by a, o, or u.
Examples: gal, got, gun

AREA 2: SHORT VOWEL SOUNDS IN CLOSED SYLLABLES

Information: 1. Closed syllables end with a consonant.
Example: lat

2. The vowel in a closed syllable has the short sound.
Short sounds of vowels:

a as in at

e as in end

i as in it

o as in olive

u as in up

Directions: Practice reading these closed syllables:

pan	fen	bif	fob	hub
rab	det	lis	sov	sut
dap	rel	dim	mot	vum
vad	sem	nit	rom	fud
blad	crel	crip	dron	clud
dram	plem	lish	frox	frun
plat	bret	glid	plod	plut
frad	gred	frin	chop	scud

. . . . . .

AREA 2 TEST

Date: _____

Directions: 1. Underline the closed syllables.

Attempt #: _____

2. Read the closed syllables aloud.

Correct: _____

Errors _____

blot	dock	deck	quack	plan	weld	gland	rat
dub	lot	blo	tru	sash	sock	snap	gu
sri	plum	trend	stab	pro	pulp	pin	tent

MORE PRACTICE WITH THE SHORT VOWEL SOUND

OF CLOSED SYLLABLES

lap	get	win	sod	hug
lad	hem	sip	tot	cub
sap	set	rid	job	fun
cab	let	rib	con	mug
bat	red	kin	Ron	rut
rap	beg	fix	sot	sum
dad	hen	bin	jog	bus
tack	neck	tick	crop	pulp
sack	rest	flip	romp	fund
chap	tent	grim	sock	stub
mash	bend	lisp	flop	punt
pant	wept	twig	plod	swum
drab	help	hint	bond	dusk
gasp	step	wilt	drop	lump
clad	held	risk	frog	gulf
flap	sent	nick	trot	plus
stab	tred	silk	spot	snug
brand	blend	sprig	flock	pluck
spank	smell	drift	blond	stunt
hatch	dress	twist	stock	skulk
scamp	quest	print	crock	shrug
plant	cleft	click	clock	blunt
blast	spent	crisp	rocks	strut
gland	swept	stick	olive	clutch
tramp	crept	quill	tromp	stump

AREA 3: LONG VOWEL SOUNDS IN OPEN SYLLABLES

Information: 1. Open syllables end with a vowel. Example: va as in vacant.

2. The vowel sound in an open syllable is the long sound.

Long sounds of vowels: (vowel says its name)

a as in ape

e as in even

i as in ivy

o as in open

u as in tune (oo sound)

u as in music (yew sound)

Examples of open syllables: (Open syllables are underlined.)

pa	paper	de	depend	bi	bicycle	fo	focus
ra	radar	re	remark	li	liar	so	soda
la	lady	se	secret	di	diner	mo	motor
da	Danish	be	because	ti	tiny	ro	rosy

(u - oo sound)

du	duty
ru	rumor
lu	lunar
su	super

(u - yew sound)

mu	music
pu	pupil
hu	humor
fu	future

(Note: The following letters always make "u" say "yew": m, p, h, f.)

Directions: 1. Mark a slanted line at the end of all the open syllables in the words above like this:

ru/mor ti/ny pa/per

2. Now read each word aloud slowly, pausing between each syllable.

Directions: 1. Read these open syllables aloud with the long vowel sound.

2. Find ten that begin real two-syllable words and write these words in the blanks.

di	se	bi	1. _____
ro	nu	pu *	2. _____
mu	bu *	bli	3. _____
fa	fu *	sno	4. _____
ri	na	cra	5. _____
sti	cru	tru	6. _____
re	dra	glo	7. _____
slu	spri	hu *	8. _____
fri	pli	cu *	9. _____
spro	stru	smi	10. _____

(* Long u - "yew")

. . . . . .

AREA 3 TEST

Date: _____

Directions: 1. Read the above open syllables aloud.

Attempt #: _____

2. Circle the open syllables in the words below and read these syllables aloud.

Correct: _____

Errors: _____

3. Fill in the blanks at the bottom.

ca ble	rip ple	scu ba	hop ping
can dle	ri val	smi ting	ho ping
sa ble	co ping	smit ten	cra dle
sad ly	cop ping	smi ling	crab bing
gen tle	re cite	gi gan tic	back ing
gi ant	ex cite	gyp sy	ba king

Open syllables end with a _____.
The vowel sound in an open syllable is _____.

AREAS 2 AND 3 PRACTICE: Open or Closed Syllables?

Long or Short Vowel Sound?

Directions: Pronounce the first syllable of each word and then pronounce the whole word:

co ping
ho ping
gro ping
si ting
bi ting
ki ting
ba ting
ra king
ba king
gra ding

These words begin with open syllables because the syllable ends with a _____.

The vowel has the _____ sound.
(long or short)

cop ping
hop ping
stop ping
sit ting
grit ting
fit ting
bat ting
rat ting
but ting
set ting

These words begin with closed syllables because the syllable ends with a _____.
(vowel or consonant?)

The vowel in the first syllable has the _____ sound.
(long or short?)

. . . . . .

AREA 2 AND 3 TEST

Date: _____

Directions: 1. Mark the vowels in these open and closed syllables.

Attempt #: _____

Long "a" is marked $\bar{a}$.

Correct: _____

Short "a" is marked $\breve{a}$.
(Same marks for all vowels.)

Errors: _____

2. Read the syllables aloud.

pap	fa	de	ga	gred	hu
pa	ni	det	gap	stu	flo
lit	nib	vil	blu	stum	flog
li	ru	vi	cu	bish	phe
fas	rup	mu	blet	bi	phep

AREA 4: LONG VOWEL SOUND WITH SILENT "E"

Information: When a syllable ends with the letter "e" preceded by a consonant (rope), the vowel before the consonant has the long sound. (As the "o" in rope is long. The "e" at the end is silent: rope.)

Directions: Read the following words aloud.

Long A	Long E	Long I	Long O
make	Pete	mile	hope
cane		mine	note
safe		kite	poke
cake		hike	pole
lame		fine	joke
hate		site	robe
pale		jibe	dope
same		dice	sole

Long "u" has two sounds. Most of the time it is the "oo" sound of "tune" but after the letters p, f, c, h and m, long "u" makes the "yew" sound.

When U = oo	When U = yew
tube	pure
June	fuse
plume	cute
prude	mule
Luke	muse
lute	mute
tune	human
	future

. . . . . .

AREA 4 TEST

Date: _____

Directions: Read these words aloud.

Attempt # _____

ripe	sale	mut	plume	cede	cut
rip	mine	jibe	poke	tone	cute
sole	mit	jib	pot	gene	fuse
sod	mute	plum	lad	gibe	muse

Correct _____

Errors _____

AREAS 1, 2, 3 AND 4 TEST

Date: _____

Long and short vowels.
Open and closed syllables.
Silent "e" effect.
Hard and soft "c" and "g".

Attempt #: _____

Correct: _____

Errors: _____

Directions: 1. Mark the vowels in these words long (¯) or short (˘).

2. Read the syllables aloud.

da	rote	re	cube	bog	cede
dap	rot	rene	cad	bo	cell
lu	ro	rep	cent	sca	camp
lud	shi	co	gent	scan	cane
ca	shin	cod	gum	brob	gene
cap	shine	cope	got	bro	gem
cape	rhy	ci	gave	shri	gibe
ni	rhyme	cit	gel	shrim	gap
nib	rhyth	cind	gal	shrimp	gape
nile	rhythm	cite	gin	shrine	tri

Directions: 3. Write these words in the correct blanks:

long short consonant vowel

a. An open syllable ends with a _____.

b. A closed syllable ends with a _____.

c. A silent "e" on the end of a syllable makes the vowel before it _____ as in "rope".

d. The vowel in a closed syllable is _____.

e. The vowel in an open syllable is _____.

f. What three vowels make "c" cound like "s" and "g" sound like "j"? _____ _____ _____

AREA 5: COMPOUND WORDS

Information: Sometimes two separate words come together to make one new word. Example: sidewalk

Directions: 1. Draw a slanted line between the two small words of these compound words like this: side/walk

2. Read the words aloud.

airport	ashpit	otherwise
handsome	gravestone	headless
bluebird	roadbed	headline
grandmother	streamline	jackknife
deerskin	battlefield	hitchhike
sunshine	peanut	steamroller
sometimes	underbrush	tablecloth
overcrowded	blueprint	broadcast
headlight	wallboard	necktie
sheepskin	sunbonnet	eyelid

. . . . . .

AREA 5 TEST

Date: _____

Directions: 1. Break these compound words into the two smaller words with a slanted line as you did above.

Attempt #: _____

Correct: _____

Errors: _____

2. Then read the words aloud.

lamplight	seaplane	seacoast
hallway	hardship	woodcutter
without	railroad	fullback
downstairs	horseback	quarterback
bookcase	understood	dugout
grapefruit	pathfinder	streetcar
hairpin	shoestring	lonesome
bobbypin	snowshoe	pocketbook
lighthouse	watchman	manpower
downtown	helpless	sometimes

AREA 6: BREAK BETWEEN DOUBLED CONSONANTS

Information:

1. When breaking a word into smaller parts or syllables to pronounce it correctly
   BREAK BETWEEN DOUBLED CONSONANTS.
   Example: ban/ner

2. Since the first syllable ends with a consonant you know that as a closed syllable the vowel will be short.
   Example: ban/ner

Directions:

1. Divide the words below into syllables with a slanted line as in the example words above.
2. Mark the first vowel long (¯) or short (˘).
3. Read the words aloud.

ripple	stopping	common	shabby
riddle	hopping	happen	miller
cellar	shredding	blossom	hottest
nozzle	pressure	pattern	supply
puddle	suggest	sorrow	twitter
buzzing	pollen	cobbled	differ
effect	stabbing	suggest	follow

Is the first syllable of these words open or closed? _____

Therefore, the vowel sound of the first syllable is long or short? _____

AREA 6 TEST

Date: _____

Attempt #: _____

Correct: _____

Errors: _____

Directions:

1. Skip all words without doubled consonants.
2. If a word has doubled consonants, mark the syllable break with a slanted line. (les/son)
3. Mark the first vowel of the doubled consonant words long (¯) or short (˘).
4. Read the doubled consonant words aloud.

lesson	bubble	jolly
differ	fizzle	caper
tulip	tennis	capping
cellar	suggest	ballad
humming	Dennis	banner
human	funnel	shabby
hotter	futile	hottest
middle	motto	pressure
sadden	putty	nozzle
cattle	hubbub	blotter

Find the word in column one that has a soft "c". _____

Find the word in column two that has a soft "g". _____

A "compound word" is made of two _____ _____.

Write a compound word here: _____.

AREA 7: BREAK BETWEEN TWO SOUNDED CONSONANTS

Information:

1. When breaking a word into smaller parts or syllables to pronounce it correctly
   BREAK BETWEEN SOUNDED CONSONANTS
   Example: pub/lic

2. Since the first syllable ends with a consonant you know that as a closed syllable the vowel sound will be short.
   Example: pŭb/lic

Directions:

1. Divide the words below into syllables with a slanted line as in the example words above.

2. Mark the first vowel long (¯) or short (˘).

   IMPORTANT: Notice that "r" after a vowel makes that vowel sound different, neither long nor short.
   DO NOT MARK VOWELS WITH "R" AFTER THEM

3. Read the words aloud.

lantern	envy	excite	pencil
cascade	album	picnic	organ
candid	contact	stigma	shortage
concert	public	ostrich	cluster
welfare	center	campaign	trombone
purpose	contain	culture	escape
gender	ultra	marvel	Burbank
concern	ginger	wisdom	spender
gypsy	cactus	carbon	splendid

(CAN YOU FIND three soft "c"s and four soft "g"s in these words?)

AREA 7 TEST

Date: _____

Directions: 1. Divide the words below into syllables by drawing a slanted line between the syllables like this: es/cape

Attempt #: _____

Correct: _____

2. Read the words aloud.

Errors: _____

ignite	quintet	pastel	signal
bonfire	center	goblet	hobnob
maintain	suspend	pencil	velvet
tonsils	concert	goblin	splendid
excite	pampas	optic	stigma
pursuit	cactus	aspic	insolent (3 syl)
musket	dental	anvil	cashmere
scandal	dentist	index	gypsy
quartet	nutmeg	ginger	stencil

Write the five words with soft "c"s here:

1. _____
2. _____
3. _____
4. _____
5. _____

Write the two words with soft "g"s here:

1. _____
2. _____

AREA 8: BREAK BEFORE SINGLE CONSONANT

Information:

1. When you see a single consonant after the first vowel sound
   BREAK BEFORE THE SINGLE CONSONANT
   Example: ba/con

2. Since the first syllable ends with a vowel you know that as an open syllable that vowel has the long sound.
   Example: bā/con

Directions:

1. Divide the words below into syllables with a slanted line as in the example words above.

2. Mark the first vowel of each word long (¯) or short (˘).

3. Read the words aloud.

label	final	crisis	zenith
rival	rodent	Salem	profile
pagan	craven	genie	Midas
Venus	lotus	grocer	cupid
spoken	focus	decide	bacon
demon	silent	recite	totem
tripod	humus	gigantic	locate
Jason	fracas	unite	Poland
tulip	human	unit	biped (2 syl)
tyrant	totem	sequel	firing

What are the two words in the third column with soft "g"s?

1. _____ 2. _____

Write the three words in the third column with a soft "c".

1. _____ 2. _____ 3. _____

AREA 8 TEST

Date: _____

Attempt #: _____

Correct: _____

Errors: _____

Directions:

1. Divide the words below into syllables by drawing a slanted line.
   Example: va/cate
2. Mark the first vowel of each word long (—) or short (˘).
3. Read the words aloud.

vacate	basic	baking	cradle
locate	cozy	draping	diver
unite	favor	Midas	cupid
unit	basis	biting	raking
tyrant	recite	zenith	cuter
tirade	caper	profile	prudish
notice	decide	scuba	paler
label	human	rival	music
silence	humane	cable	mutant
grocer	hoping	genie	

The first syllable of all the words above is _____.
(open or closed?)

Therefore, the vowel in the first syllable is _____.
(long or short?)

AREAS 6, 7, AND 8 TEST

Date: _____

Attempt #: _____

Correct: _____

Errors: _____

Directions: 1. Divide the words below into syllables by drawing a slanted line like this: hap/py

2. Mark the first vowel of each word long (¯) or short (˘).

3. Read the words aloud.

hopping	pepper	rabbit	cellar
hoping	paper	rabies	caper
bitter	musket	excite	capping
biter	rubber	gopher	fatter
muffin	ruler	gossip	fatal
genie	funny	ruder	fuzzy
stencil	future	gypsy	future
ginger	spinner	rudder	futile
quintet	spiney	toted	fussing
happen	picnic	blotted	tidy
cactus	ladder	center	kidder
tennis	lady	concert	advent
annex	cuter	rubber	arctic
stigma	cutter	ruby	gigantic

AREA 9: BLE, FLE, GLE, TLE, DLE, ZLE -- ENDING SYLLABLES

Information: These sounds at the ends of words are ONE SYLLABLE SOUNDS: ble, fle, gle, dle, tle, zle.

Directions: 1. Circle the last syllable of the words below.

2. Mark the first vowel in each word long or short.

3. Read the words aloud.

handle	candle	grapple	middle
bugle	cuddle	thimble	fable
spindle	cradle	title	cattle
giggle	kettle	apple	sniffle
wiggle	bottle	ripple	smuggle
humble	fizzle	saddle	wobble
table	paddle	rumble	hobble
snuggle	bubble	noble	fiddle
ruffle	bumble	battle	nimble
simple	crumble	settle	topple
eagle	stumble	tremble	needle
sample	rifle	little	steeple

. . . . . .

AREA 9 TEST

Directions: 1. Circle the last syllable.

2. Mark the first vowel long or short.

3. Read the words aloud.

Date: _____

Attempt #: _____

Correct: _____

Errors: _____

rifle	needle	steeple	nozzle
riffle	settle	noble	hobble
fable	bugle	fiddle	eagle
battle	fumble	fizzle	tremble
cradle	sample	sniffle	title

AREA 10: THE SCHWA SOUND (ə)

Information: In the word "lesson" you can hear that the "o" is not long nor short. It has almost no sound; it has the schwa sound.

ANY VOWEL CAN HAVE THE SCHWA SOUND: (Mark: ə)

"a" as in human or about

"e" as in sadden

"i" as in possible

"o" as in oppose

"u" as in focus (the schwa really is a short "u" sound made very quickly.)

Directions: 1. Mark the syllable division with a slanted line.

2. Mark all the vowels in each word long (¯), short (˘) or schwa (ə).

BUT! 3. DO NOT MARK any vowels which are followed by the letter "r".

Example: The "e" in person.

4. Read the words aloud. NOTE: Each word in this list has ONE SCHWA VOWEL.

human	common	happen	collect
success	notice *	alone *	ribbon
totem	oppose *	attend	goblet
person	even	acute *	service *
lesson	total	amass	freedom

* Silent "e". Don't mark it.

1. Each word in the list has how many syllables? ___

2. How many words have the schwa in the first syllable? _____

3. How many have the schwa sound in the second syllable? _____

AREA 10 TEST

Date: _____

Attempt #: _____

Correct: _____

Errors: _____

Directions:

1. Mark the syllable division with a slanted line.
2. Mark all the vowels (except those followed by "r" and silent "e") as long, short, or schwa.
3. Read the words aloud.

skillet	kitten	concern	margin
bottom	local	regal	method
final	attach	potent	attend
formal	Holland	carrot	oppose
until	spirit	total	current

1. Which word above has a soft "c"? _____
2. Which word above has a soft "g"? _____
3. Which three vowels follow "c" to make it soft?
   _____ _____ _____
4. Which three vowels follow "c" and "g" to make them hard? _____ _____ _____
5. Write an open syllable here: _____
6. Mark the vowel in the syllable you just wrote in #5.
7. Write a closed syllable here: _____
8. Mark the vowel in the syllable you just wrote in #7.

AREA 11: THREE SYLLABLE WORDS AND INTRODUCTION TO SUFFIXES

Information: 1. Many words have endings added on to them:

enjoy - enjoyment
quick - quickly
appear - appearance
expense - expensive

2. These endings are called SUFFIXES. Ment, ly, ance, and ive are suffixes.

3. A suffix forms a separate syllable.

ence	ful	ing	er	ity	tion
ance	ness	ive	or	y	sion
ate	ly	ment	ous	dom	ish

Directions: 1. Find the suffixes in the words below and mark them as separate syllables with a slanted line.

Example: enjoy/ment

2. Use your other syllabication skills to break the rest of the word into syllables.

Example: en/joy/ment

3. Read the words aloud.

enjoyment	freedom	unmindful	eventful
gladly	purity	exception	boredom
confidence	happiness	explosive	inventive
appearance	passionate	conductor	commonly
babyish	excitement	accurate	commander
constantly	remotely	destruction	likely
terminate	confession	recovery	retirement
dangerous	invasion	refinement	construction

AREA 11 TEST

Date: _____

Attempt #: _____

Correct: _____

Errors: _____

Directions:

1. Separate the suffix syllable with a slanted line.
2. Break the rest of the word into syllables.
3. Read the words aloud.

annoyance	extracting	destroyer	helpfulness
procurement	profession	disdainful	radiance
department	contentment	enchantment	affectionate
resentful	expensive	excursion	inventor
commission	ungrateful	childish	vacation
repentance	defensive	boredom	suddenly

1. Which suffix has a soft "c"? _____
2. Which three vowels follow "c" or "g" to make them have the soft sound? _____ _____ _____
3. Write a word in which "g" has the hard sound. _____
4. Write a word like "above" in which the first letter is an "a" with a schwa sound. _____
5. Write an open syllable and mark the vowel. _____
6. Write a closed syllable and mark the vowel. _____

AREA 12: THREE AND FOUR SYLLABLE WORDS AND INTRODUCTION TO PREFIXES

Information:

1. Many words have beginnings added on to them.
   Examples: write - rewrite
   rich - enrich
   approve - disapprove
   historic - prehistoric

2. These word beginnings are called PREFIXES.
   Examples: re, en, dis, pre

3. A prefix forms a separate syllable.

bi (two)	ex (from)	sub (under)	pre (before)
con, com (with)	in (into, not)	super (above)	pro (in favor of)
de (of, from)	mis (wrong)	trans (across)	
dis (not)	re (back, again)	un (not)	

Directions:

1. Find the prefixes and suffixes in the words below and separate them from the rest of the word with a slanted line. Example: trans/porta/tion

2. Use your other syllabication skills to divide the rest of the word into syllables.
   Example: trans/por/ta/tion

3. Read the words aloud. NOTE: All words in this list have prefixes; not all have suffixes.

refreshment	inhuman	repainted	ungrateful
resentful	subhuman	misunderstand	contentment
unlikely	superhuman	disbelief	prewar
department	transposition	extraction	protection

AREA 12 TEST

(With Review of Schwa)

Date: _____

Directions: 1. Divide the words below into syllables with a slanted line.
Example: trans/por/ta/tion

Attempt #: _____

Correct: _____

2. Read the words aloud.

Errors: _____

Note: You will find it helpful to first separate the prefix and/or suffix from a word, then work with the rest of the word.

commission	dismounted	reception
remember	exception	conception
expected	expanded	inception
bicycle	intention	repayment
premature	induction	misunderstand
prehistoric	detention	mismanagement
disgraceful	expensive	submerging
remaining	increasing	prewar
expanded	consider	

3. Mark the beginning vowel of the words below as long, short, or schwa.

at	even	old	optimal
ape	every	over	Anderson
alone	energy	around	astounding
April	idle	above	aloud
accuse	ill	abnormal	annoy
able	old	about	appeal

PROFICIENCY TEST: ALL AREAS

Directions: 1. Divide the words below into syllables using slanted lines. Example: trans/por/ta/tion

2. Read the words aloud.

3. Be prepared to tell why you divided the word as you did.

Date: _____

Attempt #: _____

Correct: _____

Errors: _____

historic	turpentine	toboggan	release
humane	absolute	undecided	percentage
indignant	accommodate	absorb	vapor
kodak	ancestor	brazen	innocent
motto	bonus	caper	brutal
occasion	tornado	fury	embroider
plumage	comprehend	eccentric	cucumber
relationship	innovation	minus	elastic
republic	lilac	ostrich	tuberculosis
envy	occupation	tidy	calculate
starvation	saber	torpedo	census
tobacco	puny	diver	bison
disenchantment	contentment	ungrateful	thoughtfulness
resentful	disdainful	disappearance	thoughtlessness

1. Which three vowels follow "c" to make it say "s"? _____ _____ _____

2. Which three vowels follow "g" to make it hard? _____ _____ _____

3. Do the same vowels you named in the last question make "c" say "k"? _____

4. If a syllable ends with a vowel, how do you pronounce that vowel? Usually with the _____ sound.
(long, short)

5. If a syllable ends with a consonant, is the vowel in that syllable long or short? _____